

# **LPF Speaking Exemplar**

## **Subjects Liked and Disliked**

### **Task Description**

Students in groups of four participated in a short discussion talking about the subjects they liked and the subjects they disliked.

### **Preparation**

Before the speaking activity, students learnt some basic group discussion skills in a speaking workshop. They were then given five minutes to prepare for the discussion.

### Learning Outcomes: ATM3

The following annotations illustrate the learning outcomes of Louis, Tom and Walter who participated in the group discussion.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p><b>ATM3</b>  <b>Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication</b></p>	<p><b>ATM3</b>  <b>Using some simple language forms and functions quite appropriately and accurately</b></p>	<p><b>ATM3</b>  <b>Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation</b></p>
<p>The students can</p> <ul style="list-style-type: none"> <li>• discuss and exchange views about the subjects they liked and disliked, e.g. ‘My favourite subject is...Religious Study.’, ‘I don’t like Chinese...’</li> <li>• maintain short and simple interactions quite well with formulaic expressions, e.g. ‘How about you...?’</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• use some simple vocabulary to describe the subjects they like and dislike, e.g. ‘funny’, ‘interesting’, ‘favourite’</li> <li>• use simple present tense to describe their preferences, e.g. ‘I like Maths...’, ‘I don’t like Chinese...’</li> <li>• use simple connectives and pronouns to link ideas, ‘My favourite subject is P.E. because I like playing football and basketball...’</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• pronounce simple words quite accurately, e.g. ‘stories’, ‘funny’, ‘football’, ‘basketball’</li> <li>• pronounce occasionally the final consonants of words, e.g. ‘Maths’, ‘things’, ‘like’</li> <li>• produce short spontaneous utterances showing an awareness of intonation, e.g. ‘I like Maths because I’m good at Maths and the teacher always say the funny things. How about you...?’</li> </ul>

## Transcription

**L: Louis      T1: Tommy      T2: Tom      W: Walter**

L: My favourite subject is Religious... Religious Study. It is because my teachers always says a lot of stories about religious. How're... I think it is funny and interesting. How about you, Tommy?

T1: Er... my favourite subject is P.E. because I'm good at basketball. How about you, Tom?

T2: I like Maths because I'm good at Maths and the teacher always say the funny things. How about you, Walter?

W: My favourite subject is P.E. because I like playing football and basketball and I don't like Chinese because I not good at Chinese. How about you... Tom?

T2: I don't like... I don't like Chinese because the Chinese teacher is very... because I'm afraid the Chinese teacher. How about you, Louis?

L: I... I don't like Chinese too. It is because I... I will write a lot of comprehension. I don't like it... this. How about you, Tommy?

T1: I don't like... I don't like Chinese subject... be... because it is bored.

L: Oh, we are all doesn't like... do... we are all don't like Chinese.

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